What immigration strategy best serves U.S. national interests in 2012? How does that strategy translate into policies at the federal, state and local level?

The basic project of this course will be for students to develop their own answers to both those questions. It will be an effort in applied policy studies. The approach will be intensely interdisciplinary, drawing ideas and information from multiple sources in the social sciences, policy-making, advocacy and journalism. The perspective on immigration will be as a phenomenon that is both international and domestic, that affects multiple aspects of national and community life from the labor market to the character of civic engagement and that presents an array of policy challenges far more numerous and complex than simply deciding who gets a visa. Close attention will be paid to two factors shaping the development of future policy: the long stalemate over immigration in Washington and the profound impact of the Great Recession on immigration flows. Departing from an understanding of this context, students will assess key areas of immigration policy and formulate recommendations.

**WRITTEN ASSIGNMENTS**

The written work in this course is meant to be terse and persuasive. It will develop skills in summarizing information from several sources. It will test abilities to argue and analyze. Students should assume they are addressing a motivated, intelligent but non-scholarly audience, and audience with a short attention span. Think in terms of the board of directors of a foundation, an agency head, or senior staff of a congressional committee. Given the emphasis on synthesizing information developed by others, it is imperative that students provide extensive and complete
This will be accomplished through in-text citations using the author-date method and alphabetized bibliographies. The Chicago Manual of Style format is preferred. Word lengths for assignments do not include bibliographies.

There are basically three assignments: A theoretical analysis, an empirical analysis and a policy analysis. The course readings will offer plenty of material for the first two assignments but feel free to supplement with your own research. Students will develop their own reading lists for the policy analysis.

Theoretical analysis: Due **February 3** a big ideas memo: The liberal paradox and the transnational paradox are two ideas that will emerge from the readings and class discussions in the first weeks of class. In the first half of the paper start with a short summary of your argument and then define and describe each of these concepts. In the second half formulate an argument on how they help illuminate contemporary policy challenges. The challenge is to come up with big picture language that can help formulate strategies. 1,250 – 1,500 words

Empirical analysis: Due **March 9** a research memo: The impact of the Great Recession will be explored in readings, class discussions and the conference March 5. Begin again with a tight summary and then present key findings on the impact of the recession on immigration flows to the U.S. In the second half formulate an argument on the policy implications based in part on comparisons to one or more countries in Europe.

Policy Analysis: This assignment is more of an extended process. Each student will be assigned a specific element of immigration policy that are clustered in four broad areas: legal immigration, unauthorized immigration, law enforcement and the safety net and immigrant integration. Each student will deliver four products that are completely interrelated and will cannibalize each other:
--A policy memo
--A class presentation
--An op-ed
--Recommendations to the class task force report.

The material to be covered includes: A) current policy and how it evolved, implementation issues, the political environment; B) proposals for new policies, desired outcomes, policy-making mechanisms (federal-state-local, administrative-legislative) and implementation tools.

All students will deliver a reading list on their respective subjects on **February 25** with materials culled from GAO and CRS reports, Congressional testimony, think tanks, advocacy groups, journalism, etc. The instructor will make suggestions. Cluster teams will meet with the instructor during class time **February 27**. Further discussion of the memos will take place during class time **March 19**, students are encouraged to have completed a first draft or an extended outline.
Final drafts--2,500 words--are due March 26. Instructor will provide initial comments prior to class presentations. The memos will be required reading for the class in advance of presentations.

Class presentations will take place April 2, 9, 16 and 23, corresponding to each of the four clusters (see class schedule below). Students will make 10-minute presentations and lead a discussion for 15 minutes. All students will be expected to contribute to these discussions and will have posted a question or comment on a class blog in advance of the presentations.

An Op-Ed article (800 words) making the case for the policy recommendations are due April 27.

During the final class on April 30 cluster teams will present short, one paragraph, summaries of the recommendations and the class as a whole will decide on what would major elements of a task force report on immigration policy.

GRADING

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Theoretical paper</td>
<td>20%</td>
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<tr>
<td>Empirical paper</td>
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<tr>
<td>Policy Memo</td>
<td>25%</td>
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<tr>
<td>Class presentation</td>
<td>10%</td>
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<tr>
<td>Op Ed</td>
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Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible.

COURSE SCHEDULE AND ASSIGNED READING

A variety of additional resources will be made available on the course Blackboard site. The instructor will post weekly memos that will pose questions based on the readings and that will describe topics for the upcoming class in greater detail.

January 9: Introduction to the course

January 16: Martin Luther King Day—no class

January 23: The Paradoxes of Immigration Policy
An overview of migration trends, historical and contemporary, and some of the theories used to explain them. A discussion of how such trends present challenges to
the nation-state especially in the era of globalization. Data skills: The basics of measuring migration.


**January 30:** U.S. Approaches to Immigration Control


--U.S. Immigration Policy and the National Interest: The Final Report and Recommendations of the Select Commission on Immigration and Refugee Policy

**February 6:** Obstacles to reform
An examination of Washington debates since 2000 as a means of understanding the political and policy challenges of managing a mature migration. Discussion of the obstacles to reform of the immigration system and the dynamics of public opinion on immigration. Data skills: Estimates of the undocumented population.


**February 13:** Obama’s first term and beyond
Our guest will be Edward Alden, Bernard L. Schwartz Senior Fellow at the Council on Foreign Relations where he is a specialist on U.S. economic competitiveness and on immigration policy. He will help lead us in a discussion of the Obama Administration’s record on immigration, the current campaign and the prospects looking beyond the election. Alden will also discuss his experience in directing a task force on immigration with a focus on the skills of briefing and consensus building.


**February 20:** President’s Day – No class

**February 27:** The Great Recession and the Economic Impacts of Immigration. The economic impact of immigration on native-born populations has been debated in every era. Since the Great Recession coincided with dramatic reductions in immigrant flows to industrialized nations there has been increasing attention to the impact on immigration of economic cycles in receiving countries. An overview of the economics of immigration will be followed by a discussion comparing the recession’s impact in the U.S. and Europe. The last hour of class time will be reserved for a discussion of reading lists with each of the policy memo groups.


--Papademetriou et al. *Migration and Immigrants Two Years after the Financial Collapse: Where Do We Stand?*” Migration Policy Institute and the BBC World Service. (2010)


**March 5:** Immigration Conference
The Tomás Rivera Policy Institute and Immigration Studies at NYU will be hosting a conference on immigration featuring presentations and discussions by top scholars and journalists. The event will take from 2 to 5:30pm in the Rosen Family Screening
Theatre (TCC227) at the Tutor Campus Center. Reading for this week will include selected works by speakers.


March 12: Spring Break – No class

March 19: Immigration and Identity: Assimilation and Nativism as Policy Drivers
The dynamics of identity among both newcomers and the native born have a powerful influence on immigration policies and their outcomes. The last hour of class will be spent in discussion with policy memo teams.


--Between Two Worlds: How Young Latinos Come of Age in America, Pew Hispanic Center. (2009)


March 26: Who Makes Policy? The states vs. Washington
In the wake of the long stalemate over national immigration policy a robust debate has developed over whether the power to set policy rests with the federal government or the states. The issue is now before the U.S. Supreme Court but is likely to remain unsettled for years to come.


April 2: Legal Immigration—Policy Memos
Temporary low skilled migrants
Temporary high skilled
Investor visas
Permanent occupational
Permanent family

April 9: Unauthorized Migration—Policy Memos
Border control
Legalization full
Legalization partial
Employer sanctions
Identity documents

April 16: Law Enforcement and the Safety Net—Policy Memos
Educational benefits
Health care benefits
Welfare benefits
Local law enforcement
Detention

April 23: Immigrant Integration—Policy Memos
Language access
Birthright citizenship
Immigrants and civil rights
Refugee resettlement
Utah and Illinois models

April 30: Task Force Conclusions

INSTRUCTOR:

Roberto Suro holds a joint appointment as a professor in the Annenberg School for Communication & Journalism and the School of Policy, Planning and Development at the University of Southern California. He is also director of the Tomás Rivera Policy Institute, an interdisciplinary university research center exploring the challenges and opportunities of demographic diversity in the 21st century global city. Suro’s latest book is Writing Immigration: Scholars and Journalists in Dialogue (U of CA Press, 2011) co-edited with Marcelo Suarez-Orozco and Vivian Louie. He is a non-
resident Senior Fellow of the Brookings Institution, where his most recent
publication is "Immigration and Poverty in America’s Suburbs" (2011) with Audrey
Singer and Jill H. Wilson.

Prior to joining the USC faculty in August 2007, he was director of the Pew Hispanic
Center, a research organization in Washington D.C. which he founded in 2001, and
in 2004 he was part of the management team that launched the Pew Research
Center. Suro supervised the production of more than 100 publications that offered
non-partisan statistical analysis and public opinion surveys chronicling the rapid
growth of the Latino population and its implications for the nation as a whole. Under
his leadership, the Center also organized numerous research and policy conferences
with a variety of collaborators including the Inter-American Development Bank, the
Federal Reserve Bank of Chicago and the Kaiser Family Foundation.

Suro’s journalistic career began in 1974 at the City News Bureau of Chicago as a
police reporter, and after tours at the Chicago Sun Times and the Chicago Tribune he
joined TIME Magazine, where he worked as a correspondent in the Chicago,
with postings as bureau chief in Rome and Houston. After a year as an Alicia
Patterson Fellow, Suro was hired at The Washington Post as a staff writer on the
national desk, eventually covering a variety of beats including the Justice
Department and the Pentagon and serving as deputy national editor.

Suro is author of Strangers Among Us: Latino Lives in a Changing America, (Vintage,
1999), Watching America’s Door: The Immigration Backlash and the New Policy
Debate, (Twentieth Century Fund, 1996) and Remembering the American Dream:
Hispanic Immigration and National Policy, (Twentieth Century Fund, 1994) as well
as more than three dozen book chapters, reports and other publications related to
Latinos and immigration.

DISABILITY SERVICES

Any student requesting academic accommodations based on a disability is required
to register with Disability Services and Programs (DSP) each semester. A letter of
verification for approved accommodations can be obtained from DSP. Please be
sure the letter is delivered to me as early in the semester as possible. DSP is located
in STU 301 and is open early 8:30 a.m. - 5:00 p.m., Monday through Friday. The
phone number for DSP is (213) 740-0776.

ACADEMIC RESPONSIBILITY

From SCampus, the USC Student Guidebook 2011/12

11.00 Behavior Violating University Standards and Appropriate Sanctions
General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

The following are examples of violations of these and other university standards.

11.11
A. The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. Also, if any material is prepared or submitted by another person on the student’s behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

11.12
A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student’s own work, or providing term papers or assignments that another student submits as his/her own work.
B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use applies to all information distributed or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.

11.13
A. Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination shall be considered academically dishonest unless expressly permitted by the instructor. The following are examples of unacceptable examination behaviors: communicating with fellow students during an exam, copying or attempting to copy material from another student’s exam; allowing another student to copy from an exam; possession or use of unauthorized notes, calculator, or other materials during exams and/or any behavior that defeats the intent of an exam or other classwork; and unauthorized removal of exam materials.
B. Submission of altered work after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another’s exam as one’s own to gain credit.

11.14
A. Obtaining for oneself or providing for another person a solution to homework, a project or other assignments, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.
B. Unauthorized collaboration on a project, homework or other assignment. Collaboration between students will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.

11.15
A. Attempting to benefit from the work of another or attempting to hinder the work of another student.
B. Any act which may jeopardize another student’s academic standing.

11.16
Using an essay, term paper or project more than once without permission of the instructor(s).

11.17
Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.

11.18
Taking a course, any course work or exam for another student or allowing another individual to take a course, course work, a portion of a course or exam in one’s stead.

11.19
A. Using university computer, network and word processing systems to gain access, alter and/or use
unauthorized information.

B. Misuse of university computer systems or access to those systems as articulated by the university's Computing Policies (including improper downloading of material).

11.20 Fabrication: Submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.

11.21 Any act which gains or is intended to gain an unfair academic advantage may be considered an act of academic dishonesty.

11.31 Dishonesty, such as furnishing false information to any university official, faculty member or office. This includes, but is not limited to, furnishing false information in academic petitions or requests, financial aid documents, student employment documents, financial statements or other documents or intentionally evading university officials and/or obligations to the university.